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ABSTRACT

This manual sets up guidelines, regulations, and responsibilities for counselor trainees, faculty supervisors, agency training supervisors, and training coordinators in the area of rehabilitation counseling. It attempts to bring together academic training and field exercise more closely as well as to give uniformity to a 12 week orientation program given under region III, in-service training programs. The objectives of the manual include: (1) to guide the counselor trainee toward the development of specific professional skills and technical knowledge relating to the rehabilitation process; (2) to supplement the knowledge and skills learned in the academic setting; (3) to provide an opportunity for practical application of classroom instruction; (4) to provide the new counselor trainee with an opportunity to develop confidence in his ability to apply new learning and techniques in counseling situations; (5) to assist the counselor trainee in developing skills in planning for efficiency in the use of time and resources; (6) to assist the counselor trainee in making a valid prediction of client's potential and programs; (7) to develop counseling skills in assisting the client in gaining person insight. (RK)

ED 060488

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MANUAL

SUPERVISED CLINICAL FIELD EXPERIENCE

FOR

PROFESSIONAL WORKERS IN REHABILITATION

(Revised November, 1967)

RESEARCH AND TRAINING CENTER

SOCIAL AND REHABILITATION SERVICE

REGION III

IN-SERVICE TRAINING PROGRAMS

SCHOOL OF REHABILITATION COUNSELING
RICHMOND PROFESSIONAL INSTITUTE
AT
WOODROW WILSON REHABILITATION CENTER
FISHERSVILLE, VIRGINIA

REHABILITATION COUNSELOR TRAINING
WEST VIRGINIA UNIVERSITY
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PREFACE

This Supervised Clinical Field Experience Manual has been revised to reflect some changes in the field training of newly employed rehabilitation workers.

Although the revision of the Field Manual was drafted by the Research and Training Center staff, it has been on two "shakedown" cruises with resultant adaptations for the users. The over-all format follows closely that used by the writers of the original Field Manual which was a quality document.

The Field Manual is intended for use in Region III, In-service Training Program for Newly Employed Rehabilitation Counselors. It sets up guidelines for the planning, selection, assignment, training, and supervision of the worker in the clinical field experience; it deals with important management techniques and common problems related to coordination; it is an over-all plan of what shall be covered and to whom directed; and there is provision for flexibility despite the apparent structure and content.

This Field Manual strengthens administrative control and makes policy explicit and the source of policy specific. It will also be helpful in encouraging a region-wide perspective for those engaged in supervision and administration of the six weeks of field training.

The physical set-up of the Field Manual will accommodate changes readily. As new problems arise, or as conditions change, additions can be made by insertion, while revisions can be made by removal and replacement.

WILLIAM R. PHELPS
Program Director
Regional Counselor Training Center

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SUPERVISED CLINICAL FIELD EXPERIENCE MANUAL

PART I INTRODUCTION

A committee composed of Regional Office staff, University staff, Agency administrative staff, Agency Training Supervisors, and the Director of the Research and Training Center has recommended a number of additions and changes in the twelve weeks orientation training for new Counselors. Final review was made at the Research and Training Center, Institute, West Virginia, on November 2, 1967, by the Regional Training Council with representatives from West Virginia University, Richmond Professional Institute, Faculty Supervisors, Regional Agency Training Supervisors, Directors, Short-term Training Programs, and Research and Training Center staff. Some of the changes are reflected in this Field Manual as follows:

Orientation training is to be initiated when the Agency staff responsible for training feels the new employee can profit most from the experience - hopefully, during the first months of employment.

Name, Location, and Nature of Programs

Virginia Program
(Woodrow Wilson Rehabilitation Center, Fishersville)
Six weeks classroom instruction
Six weeks field experience

West Virginia Program
(West Virginia Rehabilitation Center, Institute)
Five weeks classroom instruction
Six weeks field experience
One week follow-up

PART II PURPOSE AND OBJECTIVES

A. Purpose

This manual sets up guidelines, requirements, and responsibilities for Counselor Trainees, Faculty Supervisors, Agency Training Supervisors, and Training Coordinators. Hopefully, it will bring the academic training and field exercise more closely together as well as to give uniformity to the 12 weeks orientation training throughout Region III.

B. Objectives

O- Guide the Counselor Trainee toward the development of specific professional skills and technical knowledge relating to the rehabilitation process.

O- Supplement the knowledge and skills learned in the academic setting.

O- Provide an opportunity for practical application of classroom instruction.

O- Provide the new Counselor Trainee an opportunity to develop confidence in his ability to apply new learning and techniques in counseling situations.

O- Assist the new Counselor Trainee to develop skills in planning for efficiency in the use of time and resources.

O- Assist the Counselor Trainee in making a valid prediction of client's potential and prognosis.

O- Develop counseling skills which will help clients gain insight into his own interests and abilities subsequent to making his own decisions about a goal and what steps should be taken in reaching that goal.

O- To help the Counselor Trainee develop working relationships with his Supervisor, fellow workers, and related agencies at all levels.

PART III DEFINITIONS OF TERMS USED IN THE FIELD MANUAL

A. Supervised Clinical Field Experience

The supervised clinical field experience is a planned educational program to supplement the knowledge and skills learned in the academic setting. It is a method of training characterized by doing under the guidance of rehabilitation specialists. There will be opportunities for actual practice in vocational diagnosis and counseling, as well as participation in demonstrations. There will be selected reading assignments to supplement the supervised clinical field experience. There will be regularly scheduled weekly conferences between the Counselor Trainee and the Training Coordinator in which intensive analysis is made of the field work. On occasions the Faculty Supervisor and the Agency Training Supervisor may do on site visits and participate in the training and supervision of the Counselor Trainee. The philosophy which underlies the supervised clinical field experience is a shared responsibility with each party carrying different but complementary roles in relation to the Counselor Trainee. It is through this united effort that the Counselor Trainee is supported in becoming a disciplined professional worker.

B. Training Coordinator

The Training Coordinator is to be a Counselor of senior rank, a Supervisor, a Specialist, or an Administrator, designated by the State Rehabilitation Agency to have responsibility for the training,

supervision, and evaluation of the newly employed Counselor Trainee during his period of supervised clinical field experience. The Training Coordinator will work closely with the Faculty Supervisor and Agency Training Supervisor in all aspects of the supervised clinical field experience.

C. Faculty Supervisor

The Faculty Supervisor is the Program Director of the Rehabilitation Counselor Training Program or his representative who has supervisory responsibility during the introductory supervised clinical field experience of the newly employed Counselor Trainee.

D. Agency Training Supervisor

The Agency Training Supervisor is the person who has been designated by the State Rehabilitation Agency to have responsibility for that Agency's indoctrination, orientation, staff development, in-service and out-service training programs.

PART IV CONCEPTS AND APPROACH

This Field Manual emphasizes the importance of working with "live cases" and training that is productive. It is to be presumed that a Counselor Trainee, working under close supervision, will learn more from doing an interview than by observing one; that he will gain more knowledge by closing a case as rehabilitated than by reviewing a closed case; and that he will learn more about human relations by counseling a client than by being a beholder.

The field training exercise is to be planned so the training will be realistic and productive - case loads will be assigned which are appropriate for a Counselor Trainee, and there is to be case selection to illustrate <u>services</u>, <u>disabilities</u>, and <u>concepts</u>.

These exercises naturally will follow a period of performance training in which the Counselor Trainee has had an opportunity to observe his Supervisor.

The Agency Training Supervisor in each State will be responsible for coordinating the entire 12 weeks program and that he, working closely with the Director of Field Services and the Faculty Supervisors, be delegated authority to make field assignments, plan, initiate, and supervise a clinical field exercise with the Training Coordinator.

During the first two weeks of classroom instruction the Agency Training Supervisor arranges for the clinical field experience assignment with the Training Coordinator. If a personal conference is not possible, close liaison should be maintained through mail or by telephone.

Following the clinical field experience assignment, the Training Coordinator is to prepare an individual plan for the Counselor Trainee, and submit it to the Agency Training Supervisor for review/revision and approval by him and the Faculty Supervisor. A copy of the individual plan will be made available to the Counselor Trainee prior to or at the time his field training starts.

The individual plan approach will make certain a structured program is followed throughout the 12 weeks of orientation training.

The Universities (the credit giving facilities) consider the 12 weeks of orientation training as the credit earning period and not just the six weeks of classroom instruction. It is essential, therefore, that the field experience be under close professional supervision at all times and that the accounting and reporting of activities are prerequisites for grades and college credit.

PART V TRAINING CONTENT, METHODS, AND WRITTEN ASSIGNMENTS

A. Training Content and Methods

The supervised clinical field exercise is to be incorporated into the Counselor Trainee's regular work assignment in his State. It is to be planned so it will contribute to the Agency's goals and objectives. The individual training plan (developed jointly by the Training Coordinator and the Agency Training Supervisor working with the Faculty Supervisor and the Counselor Trainee) should be based upon the individual needs of the Counselor Trainee, and centered around the rehabilitation process.

The major responsibility for the preparation of the individual training plan falls upon the Training Coordinator, who is the person best qualified to build into the training the flexibility needed for a meaningful field experience, be it institutional, the regular field program, or any case load assignment.

The individual training plan should be completed and approved by the end of the fourth week of campus training. It is to be discussed with the Counselor Trainee on Friday of the fifth week of classroom training so he may know what he will be doing next and to whom he will be responsible. Strict compliance to this schedule will give continuity to the training and better correlate the academic work and the clinical field experience assignment.

The Training Coordinator will support the Counselor Trainee as he deals with the client and his problems, and give guidance that will minimize errors and create and maintain a learning environment.

The teaching plan should include as a minimum the following kinds of teaching.

Demonstrative, through which the Counselor Trainee observes the activities, attitudes and behavior of the Training Coordinator in a professional setting.

Direct teaching, which involves imparting and sharing information in areas such as administrative policies, community resources, and case activities.

Indirect teaching, letting the Counselor Trainee arrive at his own conclusions (with help) by thinking about the problems at hand and applying his knowledge as he recognizes the needs of his clients.

B. Written Assignments

Six written assignments are to be completed. Five are to be selected from Exercises 1, 2, 6, 7, 8, and 9. The sixth written exercise is to be selected from Exercises 3, 4, 5, or 10. An elected exercise approved by the Training Coordinator may be used for Exercise No. 6. Each exercise is to be developed in detail, typed in duplicate, and submitted to the Training Coordinator for evaluation and itinerary. The assignments will serve as an element of influence in establishing the Counselor Trainee's performance level.

EXERCISE 1 Evaluation and Activity on Closed Cases

Narrative Summary on Closed Cases

(Review one closed case, Status 26 and report - close one active case, Status 22 and report)

a. Write a narrative summary of one case, Closed Rehabilitated, Status 26.

Study the case carefully and write the narrative using the following as guides for evaluation: a) eligibility; b) needs identified; c) services provided; d) counselor's role; e) case recording; f) use of community resources; g) placement; h) job suitability at closure; i) follow-up.

(Standards for evaluation will be Agency policy and regulations.)

b. Close an active case, Status 22, In Employment- following personal contact with the client if possible.

Use the same guides and standards for evaluation as you did on part a. - (Close cooperation is needed with the local office in the selection and assignment of the case to be closed. The Counselor who arranged for the services for the client should review the case as well as the Supervisor).

(Case summaries are to be typed and turned in to your Training Coordinator who will forward them through the Agency Training Supervisor to the Faculty Supervisor.)

EXERCISE 2 <u>Initial Interview</u>

Initial Interview - The Counselor Trainee is to submit to his Training Coordinator one report on an initial interview. As a minimum, the written report should

include information on:

a. How the appointment was made.

b. Briefly list the plan you used to put the client at ease. What methods did you use to gain the client's confidence and get him to talk freely without controlling the interview.

c. How did you assess:

(1) "Can Do" factors (abilities, skills, knowledges).

(2) "Will Do" factors (motivation, interest, personality).

d. What were some of the factors you took into consideration to evaluate the client's "Emotional Maturity"? Ready for work attitude?

EXERCISE 3 <u>Frequency Reports</u>

a. Prepare a frequency distribution of your case load by referral source. Evaluate the referral distribution and give suggestions for improvements. (Use Agency standards for guide when evaluation of referral load is made.)

<u>Hypothetical Problem</u>

It has been determined that too few referrals were received from public schools in your territory. Recommend an approach to correct this

specific situation.

EXERCISE 4 Frequency Distribution in State Hospitals or Institutions

Counselor Trainees working in State Institutions where referrals are from within, will prepare a frequency distribution using referral sources from Departments within the facility such as: Guidance, Nursing, Medical, Administration, Woodwork, Electrical, Kitchen, Maintenance, Social Work, Occupational Therapy, Physical Therapy, and Psychology. Use the guide below to develop the exercise.

a. Make recommendations for improving the working relationships with the hospital staff and field program.

b. Make a distribution of secondary disabilities for institutional clients.

EXERCISE 5 Functional Capacities

(For Counselors with training assignments in State Hospitals or Institutions)

Interview three cases from a random sample and write a narrative report describing the present functional capabilities and limitations, such as the work potential; relationship with other clients; relationship with hospital and rehabilitation staff; and relationship with therapy groups.

During the interview have the client express his vocational preference, giving reasons why he made the choice.

Evaluate the choice in light of information you received during the interview.

EXERCISE 6 <u>Community Resources</u>

a. The Counselor Trainee is to use a major community resource and develop in depth an Agency understanding in areas such as relationships, responsibilities, agreements, referrals, and services. Lines of authority, identification of contact persons at each unit, ways the facility can help your Agency and ways your Agency can help the facility should be treated in depth.

Examples of community resources that may be used are: Department of Welfare; Employment Security; Goodwill Industries; a Rehabilitation Center; a Workshop; Special Clinics; and Teaching Hospitals.

The Training Coordinator may approve another community resource for Exercise 6, if he feels the resource is better adapted to illustrate the training exercise.

b. Listing of community resources and services in Counselor Trainee's territory.

Following is a list of basic services (underlined) provided by the Rehabilitation Agency. Under each, list by name and address agencies/facilities in your territory which could be considered

resources to supplement the rehabilitation program. Examples listed are illustrative only:

Diagnostic
Medical Centers, Rehabilitation Centers, Workshops

Counseling and Guidance
Guidance Clinics, Family Service

Vocational Training
Vocational Schools, Business Schools, Goodwill Industries

Placement
U. S. Employment Services, Private Employment Agencies

Maintenance
YMCA, YWCA, Family Service, Red Cross

Physical Restoration
Hospitals, Cancer Society, Shriners Hospital

Transportation
Family Service

Artificial Appliances and Braces

Education
Colleges, Universities

Suggested procedure to follow on Exercise 6: Visit the community resource, identify and interview contact person/s at each level, collect data, literature, and observe activities prior to writing the report.

Part b. is intended to acquaint the Counselor Trainee

with agencies and facilities which can supplement the various services provided by rehabilitation.

EXERCISE 7 Social Issues

(Select two from a., b., or c., and develop fully)

The most serious barriers to the employment of the handicapped and the aged have just enough basis of fact to make placement difficult, and in some cases discriminatory.

The following exercises present the situation and you are to write the answer by giving course of action.

a. Conclusion: To the extent that arbitrary discrimination occurs, to the handicapped and aged, steps should be taken to eliminate such discrimination:

Recommended Action:

b. Conclusion: To the extent that the process of matching men and jobs is working to the disadvantage of the handicapped and older workers, the process can be improved:

Recommended Action:

c. Conclusion: To the extent that income maintenance programs are having an unintended adverse effect on the positions of the handicapped and the older

workers who are unemployed, these problems should be resolved by:

Recommended Action:

(Exercise 7 asks the Counselor Trainee to think through a basic assumption or conclusion - which seems to be valid - and then outline or write a course of action on each to improve employer practices and attitudes toward the handicapped and older worker.)

EXERCISE 8 Problem Solving Experience

Incident "A" (Supposition)

A Counselor Trainee found his case load was heavy with referrals of people who were severely physically handicapped. The community is indifferent to this group. The handicapped are interested in rehabilitation services and a better life.

Outline a program of services for this group that will assure them of their opportunity to be served by Vocational Rehabilitation.

Incident "B" (Supposition)

A Counselor Trainee assigned to a new territory experienced a blanket referral of all cases who applied for assistance from the Department of Welfare.

What course of action would you recommend in this territory?

Incident "C" (Supposition)

A Counselor was carrying a case load of the mentally ill. The monthly report showed he had 130 active cases, 25 of which were in Status 22. He had closed 35 cases in Status 26, Rehabilitated, during the year.

Assuming the case load is larger than it should be and that additional staff is not available at this time, what positive suggestions would you have for this Counselor?

EXERCISE 9 Business Surveys - (Six)

The Counselor Trainee is to make and report on six business surveys as a part of his training on placement and public relations. Each person contacted during the business survey becomes a potential employer and is to be treated as such. The survey/s should be made for the purpose of making a job placement of a particular client.

Guidelines and survey forms will be distributed and explained by the Faculty Supervisor during the classroom training.

EXERCISE 10 Selecting a Vocation

The purpose of this exercise is to have the Counselor Trainee make a depth study into at least one vocation. There are four steps in the process:

Step 1.

Interview a client who has not yet selected a vocation. Determine his interest and extent of his knowledge about a selected vocational field such as mechanical, scientific, computational, selling, social services, art, literary, or music.

Step 2.

Make a detail study of the client's field of interest (e.g. selling) and be prepared to give the client information which may assist him to make a vocational choice. In preparing for the second and subsequent interviews develop your preparation along the following lines:

a. What is the nature of the vocation the client selected? Give duties; advantages; disadvantages; and present outlook.

b. What education is necessary? how much? what kind? what would it cost? where can it be obtained? Are any special licenses, examinations, and certificates necessary?

c. What qualifications should the individual have? - mental ability: personality; talents and special abilities; union sponsorship; age; sex; height; and physical requirements.

d. Compensation expected - pay scale; opportunity

for advancement; possibility for transferring to other vocations; and civil service jobs.

e. How can one enter the field? - where to apply; apprenticeship necessary; and where to obtain more information.

f. What are the possibilities of expansion in the near future - long range?

g. What specific training can you get for the job?

Step 3.

Subsequent Interviews - Use the outline in Step 2, to discuss with the client the vocational information you have collected.

Step 4.

Write a brief summary on how you and the client may have benefited from the exercise. Evaluate the method used here to give clients information on vocations.

PART VI SUPERVISION

The Agency Training Supervisor (through delegated authority) is to be in charge of the Counselor Trainees' entire 12 weeks of orientation training. He will select the Counselors to participate in the six weeks academic training; orient them as to the goals and objectives of the training; supervise the field exercise; act as liaison between the Faculty Supervisor and the Training Coordinator; and review and place all reports in itinerary.

The Faculty Supervisor, representing the University, and the Agency Training

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Supervisor, will assist in the supervision and on occasions may do on-site visits.

Adequate allocation of time should be given staff who are assigned responsibilities in supervision.

PART VII GENERAL

O- All written assignments prepared by the Counselor Trainee are due on or before the end of the six weeks field training.

O- All reports are to be typed and submitted in duplicate to the Training Coordinator for evaluation and transmittal to the Faculty Supervisor.

O- The Faculty Supervisor has final authority on grade assignments and makes the official written report to the University and Agency by the end of the 13th week (one week after termination of field training).

O- "Counselor Trainee Evaluation Report" is to be completed by the Training Coordinator. Narrative comments on over-all impressions, potential of Counselor Trainee, and need for additional training and supervision are to be a part of the report. It is to be signed by the Training Coordinator and the Counselor Trainee.

O- Problems encountered during training are to be reported promptly to the Agency Training Supervisor.

O- The Training Coordinator should build into his individual training plan a deadline for each assignment.

PART VIII

COUNSELOR TRAINEE EVALUATION REPORT
CLINICAL FIELD EXPERIENCE

Counselor Trainee's Name:_____ Date_____

Return Form To:_____

This form has been devised solely to indicate the Counselor Trainee's progress during his field training.

(Make check mark (x) in the columns which best describes his level of performance.)

PERFORMANCE FACTORS	Above Average	Average	Below Average	Does Not Apply*
1. Organizing, planning and carrying out work				
2. General industry and attention to duties				
3. Cooperative relationship with staff				
4. Motivation and enthusiasm for work				
5. Knowledge and concepts of Agency goals				
6. Knowledge and growth of human behavior				
7. Skills in interviewing				
8. Use and interpretation of psychological tests				
9. Attitude toward Agency supervision				
10. Professional/ethical standards				
11. Evidence of ability to assign relative values				
12. Recognition of own strengths and weaknesses in a helping role				
13. Ability to record accurately client/counselor relationships				
14. Ability to write/speak concisely				
15. Ability to establish and maintain a satisfactory counseling relationship				
16. Ability to be objective without emotional involvement				
17. Ability to use imagination and initiate new ideas				
18. Ability to formulate a rehabilitation plan				
19. Ability to accept increasing responsibility				
20. Personal appearance/dress				

*Did not have an opportunity to observe Counselor Trainee on this factor.

Comments:

(1) Statement regarding over-all impressions:

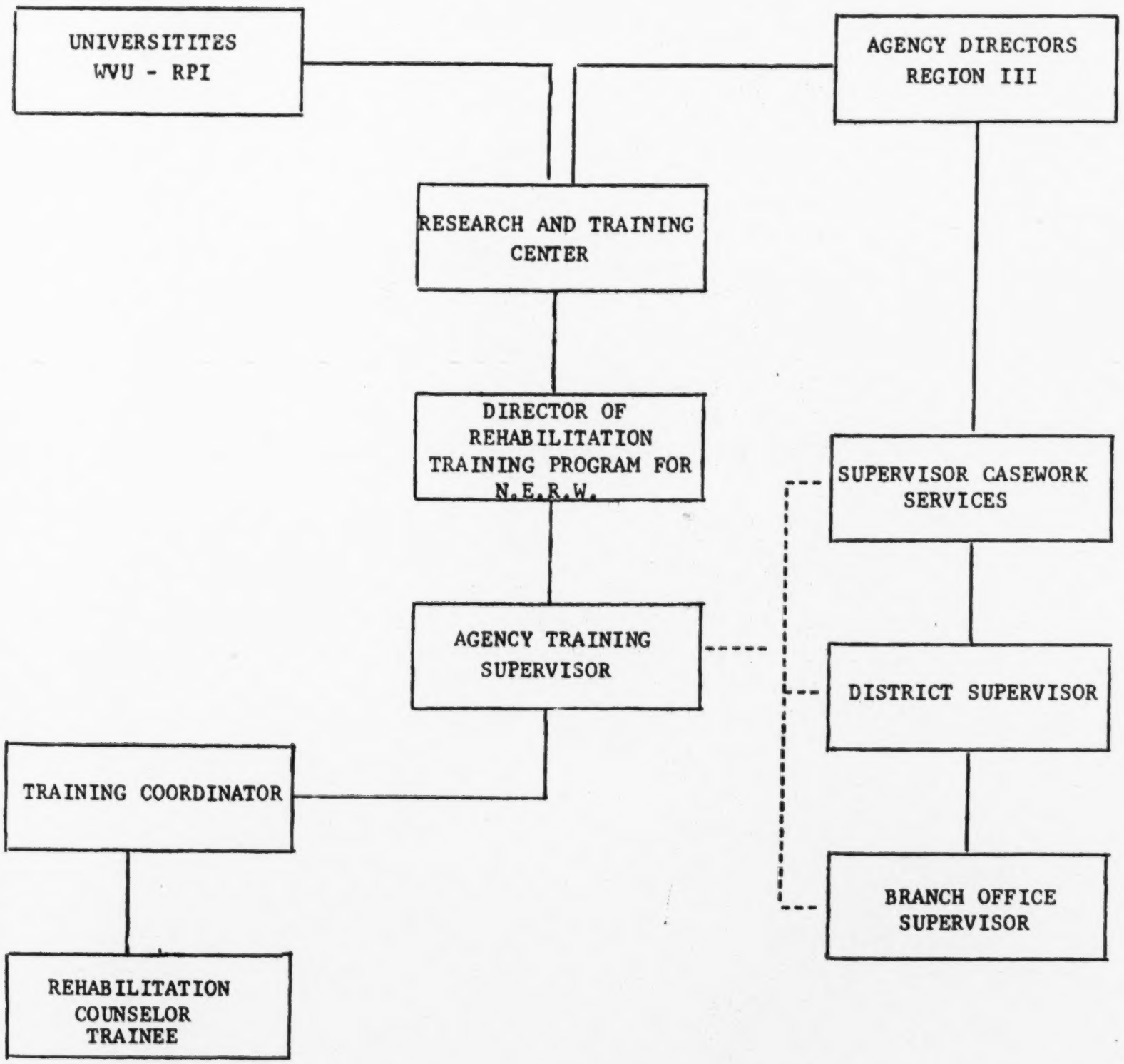
(2) Statement on potential of Counselor Trainee:

(3) Statement on needs for additional training and supervision:

Signature of Reporting Supervisor	Title	Date
Signature of Trainee	Title	Date

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REHABILITATION TRAINING PROGRAM
FOR
NEWLY EMPLOYED REHABILITATION WORKERS
NOVEMBER, 1967

WORK FLOW CHART



Legend:

_____ Direct Authority
-------- Consultation/Guidance

APPENDIX

COUNSELOR TRAINEE PLACEMENT SURVEY

Establishment_____ City_____

Industry and Major Product(s)_____ Street_____

Employing Officer_____ Phone_____ Ext._____

Union Requirements: Yes____ No____ Insurance Requirements: Yes____ No____ Medical Requirements: Yes_____ No._____

VR Explained? Yes____ No____ No. employed in plant_____. No. disabled employed_____

Is there a systematic training program? Yes____ No____ Will they train? Yes_____ No_____

Is employment seasonal? Yes____ No____ If so peak_____ Slack_____

Distance to transportation line? Blocks/Miles_____ Ramps? Yes____ No____ Elevators? Yes____ No____

Parking facilities? Yes____ No____ How far from office? _____ How far from work area? _____

Architectural barriers?_____ Describe_____

Type of reception received from business establishments: Highly Receptive_____

Receptive_____ Indifferent_____ Antagonistic_____

JOB TITLES (D.O.T.)	They Hire Disabled VR Clients		Age Requirements		Wages & Hours Hr - Day - Wk				No. Yrs. Formal Educ.	No. Yrs. Tech. Training	Length Training
	Yes	No	Min Age	Max Age	Wages Hr	Wk	Hours D	Wk			Mo. Yrs.

AN EXAMPLE OF AN INDIVIDUAL PLAN
*(See Narrative Comment Page 25)

MONTH OF November 1967 and December 1967

Name: _____

Mon. Nov. 13 Field Manual Orientation (½ day) ---------- Casework	Tues. Nov. 14 Exercise #1 FM Part A Review and Summarize Closed Case (Report Due) ---------- Review Active Cases in Caseload	Wed. Nov. 15 Exercise #6 FM (Part I) Visit Spencer State Hospital	Thurs. Nov. 16 Exercise #8 FM Problem A	Fri. Nov. 17 Exercise #10 FM ---------- Casework
Mon. Nov. 20 Psychiatric Case Staffing ---------- Casework	Tues. Nov. 21 Exercise #6 FM (Part II) Visit Kanawha County Department of Welfare	Wed. Nov. 22 Exercise #9 FM Business Surveys #1 and #2 ---------- Casework	Thurs. Nov. 23 HOLIDAY	Fri. Nov. 24 Exercise #10 FM ---------- Exercise #6 FM (Part III) Visit Faith Workshops
Mon. Nov. 27 Casework	Tues. Nov. 28 Casework	Wed. Nov. 29 Exercise #8 FM Problem B ---------- Casework	Thurs. Nov. 30 Medical Case Staffing ---------- Exercise #2 FM Initial Interview (Report Due)	Fri. Dec. 1 Exercise #10 FM ---------- Exercise #6 FM (Part V) Visit Goodwill Industries
Mon. Dec. 4 Psychiatric Case Staffing ---------- Casework	Tues. Dec. 5 Casework	Wed. Dec. 6 Exercise #3 FM Case Frequency Distribution Survey and Report	Thurs. Dec. 7 Casework	Fri. Dec. 8 Exercise #10 FM ---------- Casework
Mon. Dec. 11 Casework	Tues. Dec. 12 Casework	Wed. Dec. 13 Exercise #9 FM Business Surveys #3 and #4 ---------- Casework	Thurs. Dec. 14 Medical Case Staffing ---------- Exercise #8 FM Problem C	Fri. Dec. 15 Exercise #10 FM ---------- Casework

AN EXAMPLE OF AN INDIVIDUAL PLAN
(Continued)

Mon. Dec. 18	Tues. Dec. 19	Wed. Dec. 20	Thurs. Dec. 21	Fri. Dec. 22
Psychiatric Case Review ---------- Exercise #1 Part B (Report Due)	Casework	Exercise #9 FM Business Surveys #5 and #6 ---------- Casework	Casework	Exercise #10 FM (Report Due) ---------- Field Training Recap and Review with Training Coordinator

* This plan is used here to illustrate a method and is not to be thought of as a model for adoption by all Training Coordinators - neither is it a part of the approved Field Manual. It does, however, illustrate a procedure and gives a brief description of the six weeks of field training. It was prepared by a Training Coordinator for a particular Counselor Trainee in a specific office. The plan was presented and discussed at the workshop.

Hopefully, it will serve as a guide to the Training Coordinator when he prepares his individual plan for the Counselor Trainee.

ACTIVITY LIST

The following items were used in the original Field Manual as a check-list. Due to changes in the training plan it is no longer needed as a check-list, but it is being retained as a guide for the Training Coordinator and the Counselor Trainee. The list covers significant content on Interviewing and Specific Activities and Processes. It should be studied carefully because of its relevancy to the rehabilitation process.

I. INTERVIEWING

A. Principles and Techniques

1. Planning the interview
2. Concluding an interview
3. Recording pertinent information

B. Interviewing Clients

1. Initial survey
2. Counseling interview
3. Interview with client in:
   a. School training
   b. Employment training
   c. Correspondence course
   d. Physical restoration program
   e. Rehabilitation employment
4. Selecting objective
5. Develop a plan
6. Problem solving interview

C. Consultation with Others Regarding Client

1. Doctor
   a. To authorize medical examination

b. To secure medical information

c. To arrange for treatment

2. Social Worker to secure case data

3. References to investigate case

4. Referral to another agency

5. Employers

a. As a prospective trainer

b. For placement purposes

c. Follow-up

6. Service facility

a. To obtain information

b. To arrange for services

7. Employment service

a. To arrange for placement

8. Preparing for use of Agency Medical Consultant

9. Utilization of Medical Consultant

D. Promotional Contacts

1. Prospective referral agent

2. New service facility

3. Cooperating agency or individual

4. Press or publicity medium

II. SPECIFIC ACTIVITIES AND PROCESSES

A. Use of Forms

1. For determining eligibility

a. General

b. Financial

2. For registration

3. For vocational diagnosis

4. For case reports

5. For writing rehabilitation plan

6. For referring case for supervision

7. For closure data

   a. Rejected referral

   b. Closed without services

   c. Closed - employed

   d. Closed - unemployed

8. For reporting back to referral source

9. For acceptance of occupational tools and equipment

10. For statistical reports

11. For expense accounts

B. Use of Statuses

   1. Definition

   2. Use of case recording

C. Processes

   1. Determining general eligibility

   2. Accepting cases

   3. Writing case reports

   4. Determining financial eligibility

   5. Administering, scoring, and interpreting tests

   6. Writing the rehabilitation plan

   7. Closing a case

      a. Referral

      b. Accepted - without services

      c. Case employed

      d. Case unemployed

D. Planning Field Work

1. Selecting cases for contact

2. Planning weekly itinerary

3. Planning daily itinerary

4. Scheduling appointments with clients or others

E. Planning Office Day

1. Establishing routine for Secretary

2. Preparing for efficient dictation period

3. Handling correspondence

4. Using office records